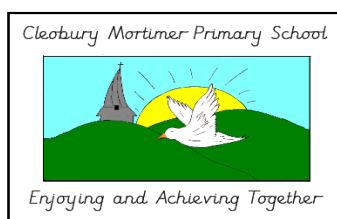


# Cleobury Mortimer Primary School



## English Policy

Updated November 2022  
To be reviewed November 2023

### **Intent**

At Cleobury Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a well-rounded member of society.

At Cleobury Mortimer Primary School, through a well-balanced curriculum, all pupils will become confident speakers, listeners, readers and writers and use these language skills for a wide range of purposes. Therefore, at Cleobury Mortimer Primary School, we will also enable children to:

- be competent in the arts of speaking and listening, communicating their understanding and ideas clearly and using discussion in order to learn;
- show children how to adapt their speech to a wide range of circumstances and demands;
- teach children effective communication, both verbal and non-verbal, through a variety including through drama activities;

- secure their phonic knowledge in order to decode words easily and read them aloud fluently and accurately;
- explore the content of a range of texts to ensure full understanding of what they have read;
- become confident, enthusiastic, independent and reflective readers who develop a habit of reading a variety of texts for both pleasure and information;
- develop as reader alone or as a shared experience with adults and peers;
- foster and instil the enjoyment of reading, and a recognition of its value;
- use their phonetic knowledge to write with accuracy and build quality sentences;
- write clearly and coherently, adapting language and style for a range of contexts, purposes and audiences;
- write ambitiously and confidently by planning, rehearsing aloud, drafting and editing their writing;
- to foster and instil the enjoyment of writing, and a recognition of its value;
- develop a secure understanding of spelling, grammar and punctuation;
- make fair critical responses about their own work, that of their peers and for a range of writers;
- produce clearly formed, concise, legible handwriting and to take pride in the presentation of their work.

## Implementation

(We use the National Curriculum which aims to promote high standards.)

<p><u>Talk for Writing</u> Our literacy sequences are based on Pie Corbett's 'Talk for Writing'. We teach children to imitate and innovate writing before becoming independent writers with their own writing style.</p>	<p><u>GPS</u> Grammar is taught daily following the progression in writing document to outline the progress required in each year group. Spelling follows the No Nonsense Spelling Programme which sets out a clear pathway for progression from Year 2.</p>	<p><u>Reading Spine</u> We have a whole school reading spine so that each year group is exposed to a range of quality texts including picture books and poetry.</p>
<p><u>Phonics</u> We teach phonics by following Essential Letters and Sounds.</p>	<p><u>Whole school events</u> We celebrate World Book Day as well as having visitors such as authors.</p>	<p><u>Cross Curricular</u> Skills taught in English lessons are then applied in other subjects.</p>
<p><u>Talk for Reading</u> Whole class reading sessions occur weekly based on the Talk 4 Reading approach. Reading journals are used in conjunction with this.</p>	<p><u>Class Story</u> Every class has a class story at 3pm each day.</p>	<p><u>Library Visit</u> All KS2 classes visit the library each half term.  This is in addition to the newly stocked classroom libraries.</p>
<p><u>Interventions</u> Children, who are struggling with an aspect of English or making slow progress, are given support during daily interventions.</p>	<p><u>Marking</u> Marking and feedback helps the children to progress with moving on comments.</p>	<p><u>Training</u> The subject leader provides training for staff each year to ensure staff develop their skills to help the children fulfill their potential.</p>

### **Impact**

When the children leave CMPS at the end of KS2, they should have made good progress from their starting points. Each year we track the children's progress with the aim of ensuring that they fulfil their potential. Most importantly, we want children to be enthusiastic readers, who can communicate effectively both orally and in writing so they are ready for the next stage of their education.

### **Intended Impact - Reading**

We monitor the impact of our Reading approach through:

-End of EYFS, KS1 and KS2 statutory assessments and the Year 1 phonics check. (We always aim for at least 90% in the phonics check)

-The % of pupils working at ARE within each year group will be at least in line with national averages.

-Assessment tracking information being shared and discussed with SLT three times per year within pupil progress meetings identifying key children requiring support or challenge. Pupils are set targets based on FFT data. These are reviewed three times per year.

-Learning walks, observations and work trawls to monitor quality.

-Whole staff benchmarking sessions focussed on progression of one area of reading across the school to monitor progress and standards and inform staff CPD.

-Liaising with parents.

We closely monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and enough additional support is provided to enable them to keep up.

### **Intended Impact - Writing**

-Pupils will enjoy writing across a range of genres

-Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded

-Pupils will have a wide vocabulary that they use within their writing

-Pupils will have a good knowledge of how to adapt their writing based on the context and audience

-Moderation takes place both in school and across the SGET.

Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught

-The % of pupils working at ARE within each year group will be at least in line with national averages. -The % of pupils working at Greater Depth within each year group will be at least in line with national averages

-There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)

-We closely monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and enough additional support is provided to enable them to keep up. This includes guided writing in the classroom.

### Further Information:

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links are made and use 'quick writes' as one way of applying their written skills across the curriculum.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At the heart of our English teaching is the Pie Corbett 'Talk for Writing' (TfW) approach to teaching. Talk for Writing enables children to imitate the key language they need before they try reading and analysing it. Through fun activities that help them rehearse and tune into language they need, followed by shared writing to show them how to craft their writing, children are helped to write independently in the same style. As a result, they rapidly develop their reading, writing and language skills. **(See appendix 1 for the Talk for Writing approach used in school)**

Following the success of the TfW approach, Cleobury Mortimer has also adopted Talk for Reading as a whole-school approach, establishing a very strong 'literature spine' which identifies key stories, picture books, poems and non-fiction which will be read and drawn upon and referred during their English lessons. Through their time at Cleobury Mortimer, children gradually build their bank of well-known texts, supplemented by picture books, novels, poems and non-fiction books. Gradually, this living library of language begins to equip the children with the words they need to express themselves.

At Cleobury Mortimer Primary School we are overhauling our stock of children's reading books, investing in a new set of phonics books which can be accessed as hard copies or through our new e-library. As part of the transition from KS1-2 we have invested in decodable, age-appropriate books (Project X Code) for those children moving into Year 3 who still need support with their phonics. We have also invested in our class libraries

to enable teachers to buy exciting new books for the children to read. Additionally, the children in KS2 have the opportunity to visit the library each half term.

Each term, using our assessments, we identify children who need support and provide intervention in the most effective and efficient way that we can. We also have parents and Beanstalk readers who come in regularly to hear children read. Teachers plan and teach English lessons which are differentiated to the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.

Marking is rigorous in English, providing 'moving on' comments with regular 'response times' and spelling corrections to help children correct and consolidate their work. Regular English book scrutinies are carried out to check all teachers are following our marking policy rigorously.

We love to celebrate success of all learners and strive to help all children achieve their goals. Reading is celebrated in classrooms and around school at Cleobury Mortimer Primary, where our bright and colourful displays celebrate children's writing, their favourite books and reading reward schemes. In addition, throughout the school year our literacy curriculum is enhanced through special events like World Book Day.

### 1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Use talk for writing approaches including imitation.
- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach the children to express themselves orally in an

appropriate way, matching their style and response to audience and purpose. Listening and responding to literature including participating effectively in group discussions helps them to obtain the oral skills they will need as they grow up.

Ways in which we support this include:

- Talk for writing activities, which are planned to encourage full and active participation by all children, irrespective of ability and age.
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate.
- Encouraging talk-time at home.
- Poetry recital
- School Performances
- Class debates
- Class assemblies
- Events within the community
- School Council
- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time

## 2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as 'extreme importance since through it pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13). Schools are expected to have access to library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

## 2.1 Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in EYFS and Key Stage One, regular reading to adults in school, reading partners and incentives to read at home.
- The regular phonics sessions in EYFS and KS1 follow the Essential Letters and Sounds programme.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high-quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way as per our assessment cycle.
- Pupils are exposed to a range of texts during their school career (see the CMPS reading spine) and as a result of the Talk for Writing process, they will learn a range of texts orally as well as reading them.
- Whole class guided reading sessions occur weekly based on the Talk 4 Reading approach. Reading journals are used in conjunction with this. Interventions through small group guided reading sessions are in place for those who are identified as not making sufficient progress.
- Key Stage Two pupils, who are struggling with reading or making slow progress, are given accelerated reading support during daily interventions. We also participate in the Beanstalk reading programme where children get to work with one of their trained volunteers on a weekly basis.
- Whole Class Reading: We ensure children of all ages learn comprehension strategies and are able to respond to texts. Explicit teaching of reading comprehension takes place as part of the Literacy teaching sequence through the VIPERS approach.

We ensure children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains:

- Vocabulary (and grammar - linguistic knowledge)
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising / Sequencing The level of challenge increases throughout the year groups through the complexity of texts being read.



## Early Reading

### Reading in EYFS

#### Phonics in Nursery

In Nursery, we cover phase one of the Letters and Sounds phonics programme with the children and ensure that they have a thorough understanding. If we feel they are ready, we then start to introduce some phase two sounds. Staff then liaise with each other as part of the transition from Nursery to Reception Class to ensure their needs are picked up at the start of the new year.

#### Phonics in Reception

We receive children from a variety of pre-school settings but we aim to follow the Essential Letters and Sounds term by term progression map:

Phase 1*	Phase 2	Phase 3**
<i>Nursery/Pre-School</i> Seven aspects: <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<i>Reception/Primary 1 Autumn 1</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<i>Reception/Primary 1 Summer 1</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<i>Reception/Primary 1 Summer 2</i> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <i>Year 1/Primary 2 Autumn 1 and 2</i> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <i>Year 1/Primary 2 Spring 1 and 2</i> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>

Ongoing assessment is vital to ensure that children can develop comprehensive knowledge of grapheme/phoneme correspondence and blending skills. Daily assessment

is completed to identify the individual learning needs of children. Targeted children are identified, and opportunities are provided for the pre-teaching sounds and for children to practise sounds through their play. Their half-termly progress is recorded on our phonics tracker.

During the initial 3 weeks of the autumn term, baseline assessments are undertaken, and children will complete activities around *General Sound Discrimination - Instrumental Sounds* - with the main purpose being to experience and develop awareness of sounds made with instruments and noise makers and to listen to and appreciate the difference between sounds made with instruments.

## **Reading Books**

### **Reception**

Every child is given a reading book which is closely matched to their current phonic level as this will allow them to practise the sounds which they are currently working on. We listen to all children at least three times a week although some children are heard daily if they need more support due to them struggling with phonics or not being heard at home. Those who master the phonics book quickly will be given an additional book from book bands 1-3 to suit their ability. All reading should be recorded in the child's yellow, reading diary. We also keep a summary of how often the children are heard by an adult (at home or school) so each child gets the same entitlement and is not disadvantaged by not reading at home. In Reception Class, we aim to teach the children the necessary skills in order to develop their own love of books and reading. To do this, we listen to children read regularly and also encourage children to choose books that appeal to them from the class library, from Cleobury Mortimer library or from home. This book will not be phonetically decodable and is taken home to be shared with a family member in addition to their phonics book.

## Reading in KS1

### Phonics

The children have a daily phonics lesson based on the Essential Letters and Sounds Programme:

Phase 1*	Phase 2	Phase 3**
<i>Nursery/Pre-School</i> Seven aspects: <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<i>Reception/Primary 1 Autumn 1</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<i>Reception/Primary 1 Summer 1</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<i>Reception/Primary 1 Summer 2</i> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <i>Year 1/Primary 2 Autumn 1 and 2</i> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <i>Year 1/Primary 2 Spring 1 and 2</i> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>

Recap of phase 5 in first half term of yr 2 before introducing phase 6. Phase 6 is then linked with Not as You Know It spelling programme and the phonics play interactive programme.

By the end of Yr1 we aim for all children to be secure in phase 2,3,4&5. Then we have transition meetings between Yr1&2 teacher to identify what areas they need to work on in September.

## Assessment

To ensure that the children are secure and don't fall behind we have regular 1:1 monitoring of progress and help for those identified as not being on track. Their half-termly progress is recorded on our phonics tracker.

- To ensure that children meet the expected standard by the end of Yr1 we have a range of strategies in place:
- Children also have regular recapping throughout the day especially when introducing new sounds and link to other areas of the curriculum where possible.
- Daily reading for those who are falling behind to practice blending and segmenting.
- Skilled TA to support Yr1 teachers and work with pupils
- When introducing a new sound, we link it to words children know and make a sound poster.
- Regular segmenting and blending of those words during phonics session
- Encouragement of writing and applying phonics during early work / English lesson
- Handwriting sessions to develop letter formation
- Designated lesson per week for common exception words and also as a starter for phonics.

Spelling: teachers regularly model segmenting into sounds and encourage children to use their phonics mat to choose the correct sound. We also use sound buttons when learning new words to help the children to identify single sounds, digraphs, trigraphs and split sounds. We encourage phonetically plausible attempts and praise the children for this in class. If they get the sound completely wrong, this then feeds into their phonics work.

Also, in the reading books there are words that are highlighted in red and these are the tricky words/ high frequency words that the children should be practicing at this stage. It might just help parents to understand that when the books are sent home. Their spelling test each week is often based on common exception words

## Reading books

Year 1 - children are given a book based on the phonics sound they are working on. They are asked to read it twice with an adult so the book is changed usually every other day. If they are still not mastering the sound, the book is changed to a book with the same sound but different story. If they still don't master it, then this is noted and the child practices this sound regularly until they achieve it. If the child masters the new sound quickly then they will be given an additional book from the book bands (blue green or orange). In Year 1 we also have a volunteer who listens to half the class read each week. There are also words that are highlighted in red and these are the tricky words/ high frequency words that the children should be practicing at this stage.

In year 2, once they have worked through the phonics schemes, they go onto age appropriate chapter books. Some will have phonics books and others will be on chapter

books depending on where they are on the phonics tracker. Chapter books are monitored by listening to them read but also questioning them about what they have read to check understanding. If they are struggling, the teacher chooses a new book with the child (does not happen too often as books checked on choosing). Books are changed usually twice per week. Children are also encouraged to take home a reading for pleasure book and is often changed 2 or 3 times a week.

In year 2, the following reading schedule is in place:

Below expectation - daily reader (plus children who regularly don't read at home)

Expected readers - 3 x a week M/W/F

Great Depth Readers - 2 x a week T/Th

If a child hasn't read the night before, Yr2 ensure they are listened to the following day.

The teacher ensures they listen to each child read at least once a week but this is often more.

Children are encouraged to read each day and given incentives in EYFS, KS1 and KS2. Children are monitored using the phonics tracker and also their reading diary (plus phase and level of book) to see how often they read at home, school and when the book is changed. If they are not being heard at home, then we ensure they are heard in school so each child is heard by an adult the same amount of times.

### Reading in KS2

In KS2 we expect the children to read age-appropriate texts with fluency. We monitor their reading age each term and those who are below our expectation are monitored: to help them, children are given extra reading sessions with adults to ensure they catch up to the age expectation for their year group. Some children will need regular phonics work which will be delivered in small groups or on a 1:1 basis using our new age-appropriate phonics books (Project X Code)

The children have a reading record where they record what they have read and rewards are given for those who read regularly.

We hear the children read at least once every two weeks and their progress is recorded on our reading assessment record based in VIPERS. Based on our assessments, we focus on a key skill. For those who don't read outside of school and are behind age expectation, we hear them 4 times per week with small group interventions.

Each class has its own mini library which was recently updated with new books chosen by their teachers. Classes also visit the local library each half term to enable them to access an even wider range of texts and to promote the children's love of reading.

### 3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims and connected provision

- Talk for Writing (T4W) is at the centre of our provision in school.
- We teach grammar during a skills session each day.
- The writing progression document links with the Pie Corbett T4W programme. (See Appendix 2 attached)
- We correct grammatical errors orally and in written work (where appropriate)
- We have a systematic approach: we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice as part of the T4W process.
- To ensure high quality texts are used, there is a whole school reading spine.
- We provide writing frames and or images to support the least confident.
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with and for the pupils.
- We use success criteria checklists for pupils to self-assess or peer assess, when appropriate, so they can evaluate effectively.
- We encourage joined handwriting to support spelling and speed.
- We use drama and hot-seating to help pupils to think about another point of view.
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child

### 4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words
- Strategies to help children clarify meaning.

#### 4.1 Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- A daily spelling session following the No-Nonsense Spelling Programme.
- Spelling lists/ key words to take home and learnt
- Word checks when introducing new texts
- Display of key words on the working walls
- Using the correct vocabulary orally
- Using dictionaries, thesaurus and similar programmes
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

#### 5. Marking, Planning and Assessment:

##### Planning:

- Long term overviews and long-term plans are produced at the start of a year.
- Pupils are taught mostly in single age classes but some classes are mixed age so planning shows differentiation by age and ability.
- Medium term (half -termly) planning is produced as a sequence of learning.
- English is planned for separately to other subjects using the key T4W headings at the end of appendix 1.
- Schemes of work for phonics, grammar and spelling are used to ensure developmental learning building on prior knowledge.
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions.
- Pupils may be streamed by ability for some sessions/ types of homework/ support.
- Pupils identified in pupil progress meetings who are falling behind, will receive intervention through either quality-first teaching or small group interventions with a TA.
- Pupils with EAL will be given additional English support. This is monitored during PPMs.

## Marking

Marking is used as part of our formative assessment to inform planning as well help the children to improve their work. Work is marked using a two-colour system. Green pen is used to pick up the good work children produce that meets the learning objectives. Pink pen is used for closing the gap comments, which help the children to improve. In this way, our improvement marking is often a 'doing' comment and we allow the children time in lessons to respond to their comments. For extended pieces of writing, the children use a double page in their books. They write on one side and their teacher gives them a moving on comment on the opposite page, where the children can respond to it underneath. (For further information see the school's marking policy.)

### Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Formal assessments of reading, writing and spelling are carried out in both Key Stage 1 and 2 as part of a twelve weekly assessment cycle. The results are analysed and inform reports to parents, target setting for children and a teacher's future planning.
- Writing is assessed using the new NC descriptors-these are tracked using the 'Not As We Know It' assessment system.
- All staff attend moderating sessions within school and some staff attend external moderation sessions.
- Children's progress in English is assessed using nationally prescribed tests with the Phonics Screening test taking place at the end of Year 1 as well as the end of Key Stage 1 and Key Stage 2 SATs.
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management.

### 6. Professional development:

- The English Co-ordinator attends termly training within county and reports back to all staff.
- The coordinator has given staff training in the T4W and T4R approach to raise attainment and progress in writing. All staff received phonics training in 2016.
- Staff are expected to attend relevant courses during the school year.
- Moderation takes place in house and within the cluster. National standards files are used as a reference to guide levelling.
- Evidence of moderation is kept by the subject leader and teachers.

### 7. Specific groups:



- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed in PPMs and plans made.
- Pupils with EAL are given additional support in all aspects of English.
- Pupils who are gifted and talented receive additional support, differentiated curriculum.
- Pupils with SEN will have English based targets on their provisional map. These are reviewed termly.

## Appendix 1

### A summary of the Talk for Writing Stages

Talk for Writing, developed by Pie Corbett supported by Julia Strong, is powerful because it is based on the principles of how children learn.

Talk for Writing enables children to imitate the key language they need before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.

Talk for writing is taught in 3 stages called the 3 I's, imitation, innovation and invention. The stages are explained below:

#### Step 1 - Elicitation activity:

This is vital to show progress during the unit of work and informs your planning.

#### The imitation stage

#### Step 2/3 - Text mapping

Step 2/3 - Warming up to the tune of the text (internalising language patterns)

*Continue to build these in as short daily activities.*

#### Step 4 - Reading as a reader

Step 5 - Reading as-a-writer activities.

#### Step 6 The innovation stage 2

The invention/independent application stage 3 (good assessment opportunity to produce a high quality piece of writing).

## Interventions

- 1) Nursery and Reception: Early Years professional development course attended by JG and RM called Building on Success. One of the elements is speech, language and communication. It provides class-

based activities to identify where children are. Those identified then receive either small group or 1:1 support.

- 2) Nelly: Not used this year 2021-22 partly due to staffing but also because language is better than in previous years.
- 3) Early Talk Boost: used in nursery. It targets phase 1 phonics. It also focuses on the why and how and general language development. Picture books to support the programme.
- 4) Language for thinking in Year 2: aim to develop communication and understanding of what they have read.
- 5) Nursery and Reception: Word Aware. Rhyme and story with the concept crocodile and is used to develop new vocabulary and puts it in a context. (T-drive, word aware, EYFS)
- 6) Reception phonics 9-9.20

Yr1 phonics 10.40-11.10

Year 2 on the hour every hour each day with YB